



INSPIRE NURTURE BELIEVE ACHIEVE

Working together to be the best that we can be.

Pay Policy October 2020-2021

Policy adapted based on that which has been produced for Schools under Local Management of Schools, together with Early Years Providers under the HR service Provision of NYCC.

North Yorkshire HR (NYHR)
North Yorkshire County Council, County Hall, Northallerton, North
Yorkshire, DL7 8AD
01609 798343
NYHR@northyorks.gov.uk

North Yorkshire
education services



SECTION	CONTENTS SUBJECT	PAGE
1	Opening Statement	3
2	Scope of the Policy	4
3	Implementation	5
4	Staffing Structure and Implementation plan	6
5	Salary Safeguarding for Teachers	6
6	Pay Progression for Teachers based on Performance	7
7	Grading, Salary Determination and Performance Pay	10
	<i>i) Leadership Group – including Headteachers, Deputy Headteachers and Assistant Headteachers</i>	10
	<i>ii) Leading Practitioners</i>	16
	<i>iii) Main Pay Scale Teachers – including SEN Allowances, TLRs</i>	18
	<i>iv) Threshold and Post-Threshold Teachers including criteria for UPS progression</i>	22
	<i>v) Unqualified Teachers</i>	24
	<i>vi) Early Years Teachers</i>	26
8	Part-Time Teachers	26
9	Teachers Employed on a Short Notice Basis	27
10	Other Provisions Relating to Teachers - including Recruitment and Retention Allowances, Continuing Professional Development, Initial Teacher Training Activities, Payment for out of school hours learning activities, Payment for work undertaken for other Institutions	27
11	Support Staff – including Incremental Progression, Recruitment and Retention Payments, Other Pay and Reward elements	32
12	Additional Matters including 'Acting up' arrangements, Salary Sacrifice arrangements	35
13	Pay Hearings and Appeals	36
14	Monitoring of the Policy	38
Appendix A	Guidance on Pay Progression Decisions	39
Appendix B	Template Pay Statements	42
Appendix C	Pay Hearing and Appeal process flowchart	53
Appendix D	School Reference Document for Career Stage Expectations	

The Governing Body of the [Goldsborough Sicklinghall](#) Federation adopted this policy on 30.9.19. It was updated to reflect the change in pay grades on 19.10.20 for academic year 2020-21.

This policy should be read in conjunction with all school policies relevant to teaching and support staff; the Appraisal Policy and HR Staffing Policies, the current School Development Plan and any action plans put in place for the current academic year.

Policy

1. Opening Statement

The aim of this policy is to help maintain and improve the quality of education provided for pupils in the school by ensuring that the contribution of all staff, both teaching and support, is valued and that staff receive recognition for their work in relation to their performance.

This policy will assist the Governing Body in managing pay and grading issues within the school in a fair and transparent manner, whilst having due regard to the constraints exercised by the annual budget allocation.

The Governing Body supports the principle of equality of opportunity in employment. In its operation of this policy it will endeavour to ensure that staff receive equal treatment irrespective of their age, gender, race, colour, ethnic origin, family commitments, marital status, sexual orientation, disability or religious beliefs.

All pay related decisions will be taken in compliance with the provisions of The Equality Act 2010, The Employment Rights Act 1996, The Employment Relations Act 1999, The Employment Act 2002, The Employment Act 2008, The Part-Time Workers (Prevention of Less Favourable Treatment) Regulations 2000, The Fixed Term Employees' (Prevention of Less Favourable Treatment) Regulations 2002, The Agency Workers Regulations 2010, **The Education (School Teachers' Appraisal) (England) Regulations 2012** all as amended.

Adjustments will be made to take account of special circumstances e.g. absence on maternity or long-term sick leave. The exact adjustments will be made on a case-by-case basis according to the circumstances but may include taking a longer time period into account to gather evidence of performance.

2. Scope of the Policy

The Policy will cover all staff employed on the payroll of the **Goldsborough Sicklinghall Federation** irrespective of grade or conditions of service. It will have reference to those statutory instruments and other conditions of service which affect pay and grading, including, as issued and revised: -

- *The School Teachers Pay and Conditions Document (The Document);*
- *The Conditions of Service for School Teachers in England and Wales (the 'Burgundy Book');*
- *The NJC for Local Government Services National Agreement on Pay and Conditions of Service (the 'Green Book' for support staff);*
- *The North Yorkshire County Council/Unison Collective Agreement and*
- *The JNC for Youth and Community Workers (the 'Pink Book').*

Any significant changes to this policy, other than those resulting from changes to the documents listed above, will be the subject of consultation between the Governing Body and the appropriate trade unions and professional associations represented within the school.

Where changes are made to this policy, they should be communicated promptly to all staff in a manner designed to draw their attention to the changes. The policy is subject to review annually or as otherwise required.

The implementation, review and operation of this policy will be the responsibility of the Governing Body of the School, through its **Finance and Resources** sub-Committee (henceforward known as 'the Committee'), and advised by the school's Headteacher, in line with your scheme of delegation.

Useful information on teachers' pay is available at: [Teachers' Pay and Conditions](#) and for support staff at www.lge.gov.uk and via the CYPS info site.

3. Implementation

It is intended that the school staffing budget will include an annual allocation to cover the total cost of existing and any additional planned salaries and any **eligible** performance progression within Governors' discretion. Alterations to the school's Pay Policy will be proposed by the Committee to the Governing Body for final approval. The Committee, with delegated responsibility, will conduct an annual review of the salary structure of the school, with any changes normally taking effect from 01 September each year.

The Committee will consider all matters relating to pay and grading within the school, for all staff. The Committee will be advised by the Headteacher, who will be required to withdraw when matters pertaining to his or her own grading and salary are being considered. This may include matters which could have a direct 'knock-on' effect on the Headteacher's pay, for example, the determination of the pay range for Deputies and/or Assistant Headteachers or other members of the leadership group. Governors employed at the school cannot be members of this Committee and any Governor with a financial or personal interest in the matters being considered will be required to withdraw from such deliberations.

The Committee will determine pay and grading for staff within the parameters set by this policy in as fair and equitable a manner as possible, observing all statutory and contractual requirements. The Committee will determine the pay of each member of staff annually, and more frequently if appropriate, within the school's allocated staffing budget. All decisions of the Committee in relation to pay and grading will be clearly minuted. Decisions of the Committee will be communicated to those individuals affected, in writing.

The full Governing Body will receive the report of the Committee in the confidential section of the agenda and will endorse or refer back any proposals made. Teachers, staff and any other Governors with a direct or indirect pecuniary interest may be required to withdraw if any matters contained in the report are to be debated. It may also be appropriate, in some circumstances, if members of the Appeals Committee also withdraw.

The Governing Body will ensure that every teacher's salary is reviewed annually with effect from 01 September and no later than 31 October (or 31 December in the case of the Headteacher) and give them a written statement setting out their salary and any other financial benefits to which they are entitled. Reviews may take place at other times of the year to reflect any change in the basis for calculating an individual's pay. Any such revision should be accompanied by a revised pay statement within one month of the determination being made.

All pay decisions must be made on objective criteria so that there is no discriminatory effect on any group of teachers with a protected characteristic under the Equality Act 2010.

4. Staffing Structure and Implementation Plan

Whole school Staffing Structure, which currently includes a Headteacher and an Assistant Headteacher for the federation, **is attached to the school's Pay Policy**. Should it subsequently be necessary to propose amendments to the Staffing Structure, consultation will take place, as appropriate, in line with the school's Reorganisation, Redundancy and Redeployment Policy and Procedure.

Where changes to the Staffing Structure affect teachers' pay, they will be issued with a revised salary statement together with details of safeguarding (where appropriate, see section 5) as per the requirements of the Document.

The **Goldsborough Sicklinghall Federation** is committed to ensuring transparent processes, providing accurate and timely information for members of staff.

Should the staffing structure be adapted, good practice will involve; an explanation of the philosophy behind the changes, present and proposed Job Descriptions being made available along with the new staffing structure, highlighting the three types of changes;

1. Identical positions, where staff can be 'pass-ported' from the old to the new structure.
2. Hybrid positions where certain staff who previously had similar positions would be 'ring fenced' to apply.
3. Totally new jobs open for anyone to apply.

5. Salary Safeguarding for Teachers

The Governing Body is required to review the duties of any teachers who are entitled to safeguarded sums that in total exceed £500 and allocate appropriate additional responsibilities, commensurate with the safeguarded sum, for the period of safeguarding. The Governing Body will ensure that appropriate notice is issued of any new responsibilities which are being given to the teacher as work commensurate with their safeguarded sum. All such additional responsibilities will be **allocated following consultation with the teacher**, kept under review until the safeguarding period ends, when a decision will be taken about the future allocation of those responsibilities. Where a teacher unreasonably refuses to carry out additional responsibilities the safeguarded pay may be removed subject to at least one month's notice being given.

The Full Rules and Guidance on Salary Safeguarding are available in the Document at : [Teachers' Pay and Conditions](#)

6. Pay Progression for Teachers based on Performance (including members of the Leadership Group and Leading Practitioners)

Performance appraisal will be carried out in line with the Education (School Teachers' Appraisal) (England) Regulations 2012 including reference to the Teachers' Standards 2012. The arrangements for teacher and support staff appraisal are set out in the school's Appraisal Policy.

In the case of Newly Qualified Teachers (NQTs), whose appraisal arrangements are different, pay decisions will be made by reference to the outcome of the statutory induction process. **NQTs will be assessed in September, and awarded pay progression if they have qualifying service amounting to 26 weeks within the previous school year, and are meeting the standards of their NQT year.**

In determining what, if any, incremental increase to recommend the appraiser will consider progress against **appraisal objectives** and performance against the **Teachers' Standards**. For those teachers with additional responsibilities e.g. TLRs and SEN allowances, an assessment will also be made of the extent to which these responsibilities have been met.

There is a responsibility on teachers and appraisers to work together. The school will establish a firm and objective evidence base in relation to the performance of all teachers. Teachers should also gather any evidence that they deem is appropriate to demonstrate the meeting of objectives, the Teachers' Standards and any other criteria (including application to be paid on the upper pay scale).

The evidence to be considered should be made clear to teachers from the outset as should any weighting given to particular objectives. The Headteacher will need to consider arrangements for the moderation of target setting and appraisal outcomes, taking into account the degree of challenge of different targets and the possible weighting given to key targets e.g. pupil progress ***in line with the Career Stage Expectations outlined in Appendix D.***

Progress should be reviewed during the appraisal cycle and any concerns about performance that may pose a risk to pay progression should be signalled at an early stage. Due consideration will be given to unmet objectives that are due to reasons beyond the teacher's control.

Appraisal reports will include pay recommendations to be taken forward by the Headteacher to the Committee.

The Governing Body wishes to recognise good and excellent performance in its teachers and will apply performance related pay under the following terms:

The Governing Body wishes to recognise performance in its teachers and will apply performance related pay under the following terms:

- ***Outstanding performance of all learners in the teacher's class as determined by better than expected progress for all children; attainment percentages in line with or above National Average; bespoke provision of challenge and curriculum development in order to meet the objectives outlined in the School Development Plan with clear impact across all classes in the federation.***
- ***To consistently demonstrate outstanding practice, using this knowledge to support the development of colleagues across the federation.***

7. Grading and Salary Determination

Salaries will be determined in September 2020. Therefore, the performance related pay arrangements will be effective from September 2020, based on performance in the academic year 2019/20.

All pay scales referred to in this document reflect the mandatory increases to the minima and maxima of the pay scales and TLR and SEN allowances from 01 September 2020.

i) Leadership Group

All teachers paid on the Pay Spine for the Leadership Group are not eligible for Special Needs Allowances (SEN) or for Teaching and Learning Responsibility Payments (TLR).

Leadership Group Pay Spine

L1	42,195	L18	64,143	L32	90,379
L2	43,251	L19	65,735	L33	92,624
L3	44,331	L20	67,364	L34	94,914
L4	45,434	L21 *	68,347	L35*	96,310
L5	46,566	L21	69,031	L35	97,273
L6	47,735	L22	70,745	L36	99,681
L7	49,019	L23	72,497	L37	102,159
L8	50,151	L24*	73,559	L38	104,687
L9	51,402	L24	74,295	L39*	106,176
L10	52,723	L25	76,141	L39	107,239
L11	54,091	L26	78,025	L40	109,914
L12	55,338	L27*	79,167	L41	112,660
L13	56,721	L27	79,958	L42	115,483
L14	58,135	L28	81,942	L43	117,197
L15	59,581	L29	83,971		
L16	61,166	L30	86,061	* <u>Note:</u> Scale points to be applied only to head teachers at the top of the school's headteacher group range	
L17	62,570	L31*	87,313		
L18 *	63,508	L31	88,187		

Headteacher groups

Group 1	L6 (47,735) – L18* (63,508)
Group 2	L8 (50,151) – L21* (68,347)
Group 3	L11 (54,091) – L24* (73,559)
Group 4	L14 (58,135) – L27* (79,167)
Group 5	L18 (64,143) – L31* (87,313)
Group 6	L21 (69,031) – L35* (96,310)
Group 7	L24 (74,295) – L39* (106,176)
Group 8	L28 (81,942) – L43 (117,197)

Headteachers

Upon planning to appoint a new Headteacher, the Governing Body will review the school's Headteacher pay range within, or exceptionally above, the appropriate school group on the Pay Spine for the Leadership Group. Upon appointment, the Governing Body will determine a pay point within the pay range for the Headteacher, in accordance with the provisions of the Document. This decision will have reference to the pay of other Leadership Group and Upper PayScale teachers in the school, so that **appropriate differentials are maintained**. Only in exceptional circumstances will the Headteacher pay range overlap with any other leadership pay range. A new Headteacher will normally be appointed to the first point on the Headteacher pay range but may be appointed to a higher point if circumstances make a higher point appropriate. However, headroom for performance related pay progression will remain available within the range.

The Headteacher pay range for this school is: **L13 - L18**

The Committee will agree performance objectives with the Headteacher, after receiving the advice of their external adviser, in accordance with the prevailing performance management/appraisal legislation.

The Committee will review performance against objectives set for the preceding year and other stated performance criteria, again receiving advice from their external adviser. The Headteacher must demonstrate sustained overall high quality of performance in order to be considered for a performance point(s) increase.

To be fair and transparent, judgements must be properly rooted in evidence and be made having regard to the most recent appraisal or evidence and be made having regard to the most recent appraisal or reviews.

Taking such performance into account, the **Committee will determine whether no, one or two pay points are to be awarded for progression within the Headteacher's pay range.**

Progression within the Headteacher's pay range will be effective from 01 September each year.

Where a Headteacher is appointed to be responsible for more than one school, the following arrangements will apply

Permanent Arrangement e.g. a federation with a single governing body or permanent collaboration:

The remuneration in such cases should be based on the calculation of the total number of pupil units across all schools, which will give a group size for the federation. The relevant body should then determine the **Headteacher's pay range** and appropriate starting point in that range according to paragraph 9 of the Document.

The Headteacher's pay range may exceed the maximum of the group where the governing body determines that circumstances specific to the role or candidate warrant a higher than normal payment. The governing body must ensure that the maximum of the Headteacher's pay range and any additional payments made under paragraph 10 of the Document does not exceed the maximum of the Headteacher group by more than 25% unless in exceptional circumstances and where supported by a business case and where suitable independent external advice has been first taken.

Temporary Arrangement e.g. a Headteacher takes on the post of Acting Headteacher at another school in addition to his/her existing post. In such cases a fixed term variation of contract must be issued by the providing school.

Where appropriate, the Headteacher may be awarded an additional payment as detailed on page 13 of this policy.

Remuneration of other teachers affected

In all cases, consideration needs to be given to the remuneration of other teachers who as a result of the Headteacher's role are taking on additional responsibilities. This will be based on any additional responsibilities attached to the post (not the teacher). The additional responsibilities and their duration should be recorded. An increase in remuneration should only be agreed where the post accrues extra responsibilities as a result of the head teacher's enlarged role; it is not automatic.

Deputy Headteachers and Assistant Headteachers

The Committee will determine a pay range of several consecutive points from the Pay Spine for the Leadership Group for each Deputy Headteacher and Assistant Headteacher. The individual pay ranges set will reflect the relative responsibilities and job weight of the roles concerned.

A new Deputy or Assistant Headteacher will normally be appointed to the first point on their pay range but may be appointed to a higher point on their pay range if circumstances make this appropriate. However, headroom for performance related pay progression will remain available within the range.

In **the Goldsborough Sicklinghall Federation**, the Deputy Headteacher role **does not** form part of the school's current staffing structure.

In **the Goldsborough Sicklinghall Federation**, the Assistant Headteacher(s) pay range(s) are currently set at: L1 – L5.

The Committee will be advised by the Headteacher of performance against objectives agreed for the preceding year and other stated performance criteria and must have regard to the recommendation on pay progression recorded in the teacher's most recent planning and review statement. The Committee will take this into account when determining whether to award pay point progression (if any) of one or two points within the individual range. Progression within the range will be based on evidence of sustained high quality of overall performance.

To be fair and transparent, judgements must be properly rooted in evidence and be made having regard to the most recent appraisals or reviews.

ii) Leading Practitioners

Schools may appoint Leading Practitioners (LPs) within their staffing structures. The primary purpose of such posts is the modelling and leading improvement of teaching skills. This may include outreach work for the benefit of the wider teaching community.

There is no minimum service criterion for a Leading Practitioner. Leading Practitioners are not eligible for Special Educational Needs Allowances or for Teaching and Learning Responsibility Payments.

The Committee will select an appropriate pay range from the LP pay spine. Different Leading Practitioners in the school may be placed on different individual ranges in accordance with the responsibilities of their Job Descriptions. The range will be reviewed where there is significant change in the responsibilities of an existing LP. The Committee will have regard to the recommendation on pay progression recorded in the teacher's most recent appraisal statement when determining whether to award no, one or two pay points for progression within the individual range, effective from 01 September

In the **Goldsborough Sicklinghall Federation**, this role **does not** form part of the school's current staffing structure. However, the pay scale and pay range(s) applicable to Leading Practitioners are as follows: -

Spine point	£	
1	42,402	The Committee will be advised by the Headteacher of performance against objectives agreed for the preceding year and other stated performance criteria including the Teachers' Standards and must have regard to the recommendation on pay progression recorded in the teacher's most recent planning and review statement. The Committee will take this into account when determining whether to award pay point progression (if any) of one or two points within the individual range.
2	43,464	
3	44,549	
4	45,658	
5	46,794	
6	47,966	
7	49,259	
8	50,395	
9	51,654	
10	52,978	
11	54,355	
12	55,608	
13	56,998	
14	58,419	
15	59,873	
16	61,486	
17	62,875	
18	64,461	

iii) Main Pay Scale Teachers (MPS)

In this school MPS teachers will be paid in accordance with the following pay scale: -

Scale point	£
1	25,714
2	27,600
3	29,664
4	31,778
5	34,100
6	36,961

Upon Commencement

The salary of teachers new to the school will be assessed and notified prior to commencement.

In the **Goldsborough Sicklinghall Federation** newly qualified teachers will be paid as follows:

From M1 on the Main Pay Scale unless there is clear evidence of outstanding practice as evidenced in references and training reports. Where this is the case, the starting pay range will be considered by the recruitment panel. One discretionary point **may be awarded** in such circumstances.

The **Goldsborough Sicklinghall Federation** reserves the right to set a maximum starting salary for teaching posts prior to advertising. Subject to any maximum starting salary, this school will normally honour pay portability and hence teachers with previous teaching experience will normally be paid at the pay level of their most recent teaching post. **In certain circumstances teachers may be paid at a higher or lower level than their previous teaching post.**

Existing Teachers in the same school

The point on the pay scale of teachers continuing to be employed at the same school **may not be reduced** and any pay progression is permanent while teaching in the same school. **Teachers may agree to relinquish the scale at which they are paid if they deem that the Career Stage Expectations are not in line with their own personal career goals and performance management objectives.**

Pay Progression

The salary of main pay scale teachers will be reviewed with effect from 01 September each year and each teacher will be issued with a salary statement by 30 November. Governors will take advice about the performance of teachers from the Headteacher and must have regard to the

recommendation on pay progression recorded in the teacher's most recent appraisal statement. **A recommendation for no pay progression in any particular year will not necessarily imply that a teacher is or should be subject to formal under-performance procedures.**

Special Educational Needs Allowance

A SEN allowance of no less than £2,270 and no more than £4,479 per annum is payable to a classroom teacher if that teacher:

- is in any SEN post that requires a mandatory SEN qualification
- is in a special school
- teaches pupils in one or more designated special class or units in a school
- is in any non-designated setting (including any PRU) that is equivalent to a designated special class or unit where the post

(i) involves a substantial element of working directly with children with special educational needs;

(ii) requires the exercise of their professional skills and judgement in the teaching of children with special educational needs; and

(iii) has a greater level of involvement in the teaching of children with special educational needs than is the normal requirement of teachers throughout the school or unit.

Where the allowance is payable the school will determine the spot value of the allowance for each relevant teacher taking in to consideration the structure of the SEN provision and the following factors:

Whether any mandatory qualifications are required for the post;

- qualifications and expertise of the teacher relevant to the post; and
- the relative demands of the post.

In **the Goldsborough Sicklinghall Federation** the level(s) of SEN Allowance(s) will be as follows: - In this school the level(s) of SEN Allowance(s) will be as follows: £2106

Teaching and Learning Responsibility Payments (TLRs)

TLRs may be awarded for undertaking a sustained responsibility in the context of the school's staffing structure that **is needed to ensure continued delivery of teaching and learning**. Before awarding a TLR, the Governing Body must be satisfied that the teacher's duties include a **significant responsibility that is not required of all classroom teachers, and that -**

- is focused on teaching and learning;

- requires the exercise of a teacher's professional skills and judgement;
- requires the teacher to lead, manage and develop a subject or curriculum area; or to lead and manage pupil development across the curriculum;
- has an impact on the educational progress of pupils other than the teacher's assigned classes or groups of pupils; and
- involves leading, developing and enhancing the teaching practice of other staff.

TLR 1 and 2

Before awarding a TLR1, the Governing Body must be satisfied that the significant responsibility referred to in the previous paragraph includes, **in addition, line management responsibility for a significant number of people.**

Where the Governing Body has approved a TLR post, in conformity with the criteria stated in the Document, the postholder will receive an appropriate TLR payment (from the implementation date) in accordance with the following levels of responsibility: -

TLR1 range = £8,291 - £14,030

TLR2 range = £2,873 - £7,017

In this school the TLR pay structure is as follows (state current TLR values): -

£2667 for TLR positions relating to Federation Key Stage Leadership: this post must evidence **there must be evidence of significant impact in this role across the federation;**

£2640 for the collaboration SENCo position, recognising the responsibility for meeting the needs of pupils with SEND across both schools.

The levels of TLR payments will be kept under review in accordance with changes in the Document and consulted on as appropriate.

TLR3

TLR3s are temporary fixed-term and may be awarded for the following purposes: -

- 1) Clearly time-limited school improvement projects
- 2) One-off externally driven responsibilities

The annual value of a TLR3 is **between £571 and £2,833,** payable monthly for a fixed duration determined at the outset.

In this school the pay levels for TLR3 are as follows: -

As a Learning Partnership the Goldsborough Sicklinghall Federation (and Spofforth and Follifoot Schools), specific school improvement projects are set and costed individually based on the scope of the project. A colleague in receipt of a TLR3 must show impact across the partnership in the work carried out. The payment that accompanies a TLR3 responsibility is consistent with the minimum number of days of additional work the partnership expects the project to take. This is always communicated in the post/project advertisement and seen by all staff.

No Safeguarding will apply to a TLR3 post.

iv) Threshold and Post-Threshold Teachers

Mainscale Teachers are eligible to apply to cross the 'Threshold' to the Upper Pay Scale. It is the **responsibility of teachers to apply** to be moved to the Upper Pay Scale. Any teacher may apply to move to UPS regardless of their pay level on MPS, though rigorous scrutiny of an application and any associated evidence in support will occur as part of the process.

In this school the following requirements will apply to 'Threshold' applications:

From 01 September 2020 a teacher may apply to be paid on the Upper Pay Scale once reaching the top pay point of MPS. Successful applications made in the academic year in which a teacher first reaches the top point of MPS (**deadline 31 October**) will apply from 01 September following. Teachers in their second or subsequent years at the top of MPS may apply by 31 October of any year (deadline) and, **if successful**, their progression will be **backdated to 01 September** of the same academic year.

Applications will be made to the Headteacher, who will act as the assessor to make a **recommendation** to Governors and give feedback to applicants. Where the Headteacher is not the assessor the Headteacher will moderate the process. Recommendations for progression will be made to the Committee.

The following example of definitions are based on DfE guidance: -

For the purposes of this pay policy, where 'school' is referenced, this should also consider impact across **the Goldsborough Sicklinghall Federation**. The following terminology outlines the requirements for the Upper Pay Scale:

'highly competent' means;

Performance which is **not only good but also good enough to provide coaching and mentoring to other teachers**, give advice to them and demonstrate to them **effective teaching practice** and how to make a **wider contribution to the work of the school**, in order to help

them meet the relevant standards and develop their teaching practice.

'substantial' means;

Of **real importance, validity or value to the school**; play a **critical role** in the life of the school; provide a **role model for teaching and learning**; make a **distinctive contribution** to the **raising of pupil standards**; take advantage of appropriate opportunities for professional development and **use the outcomes effectively to improve pupils' learning**; and

'sustained' means;

Maintained **continuously** over a **period of at least 3 school years**. They will be able to demonstrate that their **teaching expertise has grown** over the relevant period and is consistently at least good.

The point at which the teacher is placed on UPS is **discretionary** and should reflect the expectations of the school's **Career Stage Expectations in Appendix D**. NYCC recommends **an additional two years' service** - although schools may reduce this to one year for exceptional performers, with appropriate supporting evidence.

Applications will not be accepted more than once per academic year.

All applications should include the results **of the last two available appraisal reviews** together with a **succinct summary of evidence against the assessment criteria**.

An application from a qualified teacher will be successful where the Committee is satisfied that:

- (a) the teacher is **highly competent in all elements of the relevant standards**; and
- (b) the teacher's **achievements and contribution to the school are substantial and sustained**.

If a teacher is simultaneously employed at another school(s) they may make separate applications to each school. This school will not be bound by any pay decisions made by another school.

The Headteacher should **notify the Committee of the recommendation, normally within 20 working days of the application**. The committee, on receiving notification of a successful threshold application, will move the teacher to point 1* of the Upper PayScale at the appropriate time. Teachers who are **unsuccessful** in their Threshold applications **may appeal against the decision** in accordance with section 13 of this document.

Upper Pay Scale

Teachers who are successful in their Threshold Assessments will move to point one of the Upper Pay Scale* and may be considered for further progression after an additional two years' service unless exceptional performance merits progression after one year** in line with the school's Appraisal Policy. Teachers will be assessed in accordance with the school's Appraisal Policy to determine whether their contribution to the school has been **substantial and sustained**.

The Committee will receive a recommendation from the Headteacher based on appraisal outcomes in this regard and will decide whether to award an additional point or points to eligible teachers. Once awarded, points on the upper pay scale cannot be removed during the teacher's employment **as a teacher** in the same school.

Post Threshold Teachers are eligible for the same Allowances as other Qualified Teachers.

In this school, Upper Pay Scale (UPS) teachers will be paid in accordance with the following pay scale: -

Scale point	£
U1	38,690
U2	40,124
U3	41,604

v) **Unqualified Teachers**

The following categories of unqualified teachers are allowed by law: -

- persons giving instruction in any art, skill, subject or group of subjects (including any form of vocational training) who have special qualifications and/or experience;
- overseas trained teachers;
- persons granted a licence under the provisions of Part II of Schedule 2 to the Education (Teachers) Regulations 1993⁽¹⁾ ;
- student teachers, teacher trainees who have yet to pass the skills test and those undertaking employment based teacher training leading to QTS; or
- assistant teachers at a nursery school or teachers of a nursery class, who were employed as teachers under the Education (Teachers) Regulations 1982 before 1 September 1989.

In this school the pay scale for unqualified teachers is: -

Scale point	£
1	18,169
2	20,282
3	22,394
4	24,507
5	26,622
6	28,735

Unqualified teachers may not receive Teaching and Learning Responsibility Payments or SEN Allowances but may receive points for other relevant experience as per qualified teachers (see section iii above)

The Committee will determine at which pay point a newly appointed unqualified teacher will enter the Unqualified Teachers Pay Scale, having regard to any previous experience, or any qualifications which they possess which are relevant to the post. Once awarded, pay points for Unqualified teachers are permanent for employment **as a teacher** within the same school.

The Committee will take advice about the performance of unqualified teachers from the Headteacher and must have regard to the recommendation on pay progression recorded in the teacher's most recent appraisal statement.

If deemed appropriate, an allowance, of discretionary amount, may be paid to an unqualified teacher, in the context of the staffing structure and pay policy, if it is considered that the unqualified teacher has:

- (a) taken on a sustained additional responsibility which is:
 - (i) focused on teaching and learning; and
 - (ii) requires the exercise of a teachers' professional skills and judgment; or has
- (b) qualifications or experience which bring added value to the role being undertaken.

Where an unqualified teacher becomes qualified the Committee will re-determine salary in accordance with the arrangements relating to qualified teachers in accordance with Paragraph 13 of the Document. The salary paid must be at least equivalent to that paid prior to qualification, while the teacher remains employed at the same school.

vi) Early Years Teachers (EYTs)

EYTs with QTS will be paid on the qualified teachers scale. EYTs without QTS will be paid on the Unqualified Teachers' Pay Scale.

8. Part-Time Teachers

The proportion of time a part-time teacher works is calculated against the school's timetabled teaching week (STTW). The STTW refers to the school session hours that are timetabled for teaching, including PPA time and other non-contact time but excluding;

- break times
- registration; and
- assemblies

The STTW of a full-time classroom teacher is used as the figure for calculating the percentage of the STTW for a part-time teacher at the school. The same percentage will be applied to the proportion of directed time required of a part-time teacher.

Where an allowance is paid to a teacher, the same percentage of the full-time allowance will be payable.

A part-time teacher may be requested (but not required) to voluntarily work on a day or part of a day they do not normally work and, if agreed, a pro rata additional payment should be made, or time off in lieu agreed, where appropriate.

Requests to attend meetings e.g. staff meetings **(as part of the 1265 hours of directed time)** on days on which a part-time teacher does not normally work will be kept to a minimum and decided following a discussion and mutual agreement between the Head Teacher and the part time member of staff. Teachers will be made aware of dates made as far in advance as possible.

9. Teachers Employed on a Short Notice Basis

Teachers employed on a day-to-day or other short notice basis will be paid in accordance with the provisions of the Document on a daily basis calculated on the assumption that a full working year consists of 195 days, periods of employment for less than a day being calculated pro rata.

In this school supply teachers will normally be paid on the Main Pay Scale.

10. Other Provisions Relating to Teachers

All types and grades of teachers, **excluding** Headteachers and other members of the Leadership Group, are eligible to be considered for the payments detailed below: -

Recruitment and Retention Incentives and Benefits

Such incentive allowances may be awarded by the Committee only to aid the recruitment and/or retention of teachers. The Committee will determine whether an annual allowance will be paid with monthly salary or as a lump sum at the end of a fixed period.

The governing body should make clear at the outset the expected duration of any such incentives and benefits, and the review date after which they may be withdrawn.

Where a teacher is given an incentive or benefit under paragraph 27 of the Document, written notification given at the time of the award should state:

- whether the award is for recruitment or retention;
- the nature of the award
- the amount of the award
- when/how it will be paid (as applicable);
- unless it is a 'one-off' award, the start date and duration of the incentive
- the basis for any reviews which will be applied
- the basis for any repayment should an individual leave the school

Schools may make payments or provide financial assistance or benefits to aid recruitment or retention. An advance of salary for a rental deposit is one of a number of tools that schools may wish to consider as an incentive for the recruitment of new teachers and the retention of service of existing teachers. Other examples of assistance are transport season ticket loans for travel costs, a one-off payment such as a contribution to removal costs, or a time-limited allowance.

The need to maintain a satisfactory work-life balance must be recognised and it is therefore be accepted that some teachers will be unable or unwilling to undertake CPD and Out of School Hours Learning Activities outside directed time.

All types and grades of teachers, **excluding** Headteachers are eligible to be considered for the payments detailed below: -

Continuing Professional Development

For any CPD activities taking place at weekends or during school holidays the Committee will consider payment, consistent with the teachers' pay spine position, in the individual circumstances of the case. No additional payment will be made for such activities which take place within the defined working year.

Initial Teacher Training Activities

Consideration will be given to payment for activities related to providing routine initial teacher training activities in accordance with the provisions of the Document.

Payment for Out of School Hours Learning Activity

Consideration will be given to payment for involvement in out of school hours learning activities which fall outside a teacher's directed time. Examples of such activities may include homework clubs, summer schools and sporting activities. All such activities should require the exercise of a teacher's professional skills or judgement.

In each of the above three categories payment will usually be made at the teacher's normal hourly rate.

Additional Responsibilities

Additional responsibilities and activities due to, or in respect of, the provision of services by the Headteacher relating to the raising of educational standards to one or more additional schools.

Payment for Work undertaken for other Institutions

The school/college will abide by the following Operating Principles:

- a. Any services provided by the Headteacher (or other staff member) of one school to another school must be authorised formally by the Governing Body and where the work extends over more than a 12 month period, the agreement of the governing body must be formally reviewed annually, or sooner if appropriate. The Governing Body should also agree arrangements for terminating such work.
- b. Before such work is undertaken, the Governing Body and the Headteacher must consider:

- the needs of the school and its pupils;
- the benefits that the activity would bring to the school;
- the impact of any absence on other staff, including their workload; and
- the workload and work-life balance of all the individuals concerned.

School staff should refer to the NJC National Agreement (Green Book) and NYCC pay policy and guidance for support staff terms (available on the CYPs info site) for further information.

- c. In particular, before reaching a view the governing body should satisfy itself that these matters have been fully considered within the school's leadership team.
- d. Arrangements for payment for external work, including personal remuneration, must be clearly stated and formally incorporated into a protocol by the governing body (or the finance committee) and decisions duly minuted.
- e. The headteacher and governing body should monitor the operation of the arrangements and their impact on staff and pupils and take action where arrangements prove to be unsatisfactory.
- f. The disposition of any payment, including personal remuneration, for external services must be agreed in advance in accordance with the determinations of the Governing Body. The terms of such an agreement must be set out in a memorandum signed by the Chair of Governors and the Headteacher and any other members of staff involved.
- g. Any income derived from external sources for the work of a school's staff should accrue to the school. The Governing Body should decide whether it would be appropriate for individual members of staff to receive additional remuneration for these activities, and if so, determine the appropriate amount.
- h. The Governing Body should ensure that any expenses incurred by the individual as a result of taking on additional work are reimbursed, unless they are accounted for elsewhere.

Newly Qualified Teachers Advanced Payment

NYCC offers a NQT Advanced Payment scheme to Schools giving the option to allow an advance payment to Newly Qualified Teachers starting employment in September 2020 with a minimum contract of 12 months. The advance would be for the value of £900 which is recovered from the teacher's salary over twelve months at £75 per month. (This will be pro-rata basis for part time teachers).

Unpaid leave for Teachers

In line with the Conditions of Service for Teachers in England and Wales (Burgundy Book), where authorised unpaid leave or unauthorised absence (e.g. strike action) occurs deductions of salary shall be calculated at a daily or part daily rate based on the days salary being 1/365th of a year for each day of the period of absence.

Unpaid leave will be calculated as follows:

(hourly rate x hours taken off) x by 0.53 (195/365) = amount to be deducted. This calculation will be used for both full and part time teachers.

Schools may choose to implement the unpaid leave provisions where there is no cover required or the cost of cover is less than the savings made from the unpaid leave. Where term-time only support staff are concerned, schools should carefully consider if and how the unpaid leave could be taken within term-time without incurring comparable costs.

11. Support Staff

Support staff will be appointed to a post covered by the appropriate LA scheme of conditions of service and be allocated to a pay grade from the scales contained within those conditions, in compliance with the established NYCC job evaluation scheme(s). Each post will have a designated job description and pay grade. The pay grade allocation will normally remain static, other than for annual incremental rises within it, unless a significant increase in the duties and responsibilities attached to the post takes place. Other payments, such as lettings fees, will be payable in line with the appropriate national or LA agreements.

Applications for re-grading will be dealt with under the NYCC Job Evaluation scheme(s).

The school recognises the grading scheme introduced by the Authority in April 2007 through the NJC and Hay job evaluation systems, and revised in April 2020. The school will adhere to this grading structure for support staff and will grade new/changed posts accordingly through the NYCC processes.

Increments

For support staff who have not yet reached the top of their grades, incremental progression will not be automatic.

Support staff will not receive increments if their manager considers their performance in the previous year was not satisfactory, considering identified conduct or capability issues and appraisal outcome.

Additionally, support staff will also not receive an increment if their sickness absence exceeds stated limits:

<u>Period</u>	<u>Max days in year</u>	<u>3 yr total limit</u>
---------------	-------------------------	-------------------------

01.04.19 – 31.03.20	7	21
------------------------	---	----

Only if the maximum sickness absence is exceeded for the current review period, then the 3-year total will be considered (current year plus previous 2 years).

Taking into account performance against the stated criteria, those at the top of the pay **grade** who do not meet the criteria as outlined for increments will have their pay reduced by one spinal column point only. Staff with headroom within the pay **grade** will continue to have their increments withheld. If an increment has been removed the employee is then eligible the following year for an increment subject to meeting the criteria.

Increments will not be granted where staff do not meet the above criteria. However, exceptions will be considered for:

- One-off absence of normally **not more** than three months where the individual has an otherwise excellent attendance record.
- Staff whose illness prevents them from attending their usual place of work and whose offer to work in a different capacity/ location is unable to be accommodated by their manager.
- Where an individual is injured in the course of their duties this may be taken into consideration or where the sickness absence is work related consideration may be given to it being exempt.
- Disability Related Sickness Absence

If the cause of sickness absence was related to pregnancy, then this must not be considered in the employee's sickness absence total figure for assessment against the target figures.

Recruitment and Retention Payments

Where posts are difficult to fill, or staff turnover is particularly high it may be appropriate to introduce a Recruitment and/or Retention Payment.

Recruitment Payment – is a one-off discretionary payment of up to 10% of annual salary, payable upon commencement of employment. This payment is not available to existing staff or previous staff who re-commence employment within six months of leaving. An employee who leaves during their Probationary Period will **normally** be required to repay the full Recruitment Payment, **unless exceptional circumstances**

exist. An employee who leaves within two years will be required to repay 1/24 of the Recruitment Payment for each month not completed up to two years' service.

Retention Payment – is a discretionary payment of an amount paid at set intervals, subject to satisfactory performance, but not less than quarterly. Payments may be set at between 3% and 8% of annual salary and should be reviewed at regular (at least annual) intervals in line with market conditions. Retention Payments are not permanent and may be ended or amended by the giving of one months' notice.

Other Pay and Reward Matters for Support Staff

Several pay and reward issues relating to support staff are contained in the Green Book and the NYCC pay policy and guidance for support staff.

These include the following premium payments:

- Night Work, Stand By, On Call, Sleeping-in Duty, Weekend Working, Work on Public Holidays.
- The school recognises the NYCC single status agreements and will make premium payments accordingly.
- Overtime is paid at flat rate.

During the course of the academic year 2020/21, the school will move to NYCCs corporately agreed arrangements for Term-Time Working in line with LGA/NJC guidance concerning the way leave and pay is calculated for term-time support staff.

Individual schools may determine to opt in or out of this scheme. Schools that opt out should remove this paragraph from their pay policies.

Schools' nominated Human Resources Advisers are available to advise on grading issues. Staff should be aware that the key issue in grading posts is **level of responsibility** of work and **not** volume of work. A clear up to date job description and person specification are essential requirements of grading posts. *For full details of the scheme please see the Document 'Increments Policy – School Support Staff Only'.*

12. Additional Matters

Members of Staff Temporarily Undertaking the Duties of More Senior Posts

Members of staff who agree to cover all the duties associated with a post of a higher grade than their own for a temporary period of normally at least four working weeks will be paid an additional sum. This will be equivalent to the difference between their normal salary and the salary or a point on the salary range of the more senior post for as long as the temporary acting-up arrangements apply, backdated to the start of the period of cover.

The pay of support staff who undertake a part of the duties of a more senior post for a temporary period of at least four weeks may be awarded a pro-rata sum, if the circumstances of the case make this appropriate in the view of the Committee.

An employee appointed to cover a temporary vacancy, e.g. an Acting Headteacher, will be paid at a point on the pay range of the vacant post.

No pressure, direct or indirect, will be placed on **any staff** to act up where such acting up is voluntary on their part

Governing Bodies may seek guidance from HR if considering acting up duties.

Payments for Residential Staff

These will be made in line with the provisions of the appropriate national or LA scheme of conditions of service.

Salary Sacrifice Arrangements

The school will allow teachers to participate in salary sacrifice schemes which are permitted under Paragraph 28 of the Document and available through the Local Authority. It will also allow support staff to access salary sacrifice schemes available through the Local Authority. The salary sacrifice provisions in place for teachers are currently limited by national regulations to:

- Childcare vouchers/childcare benefit schemes
- Cycle or cyclist's safety equipment scheme
- Mobile phone scheme (not currently being run at NYCC)

Participation in any salary sacrifice arrangement shall have no effect upon the determination of any safeguarded sum to which a teacher may be entitled under any provision of the Document.

Governing Bodies should ensure that any relevant information about Salary Sacrifice Schemes is made available to staff at their schools, to enable the staff to decide whether salary sacrifice is an appropriate option. Participation in salary sacrifice is voluntary on the part of staff.

Note that Childcare Vouchers closed to new members from October 2018.

12. Pay Hearings and Appeals (Teaching staff)

Teachers, including headteachers, may appeal any determination in relation to their pay or any other decision taken by the governing body (or a committee or individual acting with delegated authority) that affects their pay.

The following list includes the usual reasons for seeking a review

of a pay determination;

That the person or committee by whom the decision was made –

- a) incorrectly applied any provision of the Document or School Pay Policy;
- b) failed to have proper regard for statutory guidance;
- c) failed to take proper account of relevant evidence;
- d) took account of irrelevant or inaccurate evidence;
- e) was biased; or
- f) unlawfully discriminated against the employee.

A key aspect of the process is the opportunity for a teacher to discuss a pay recommendation prior to it being confirmed by the governing body. **This stage in the process will help to ensure that pay decisions and pay policies are transparent and fair. The opportunity to discuss a pay decision may mitigate the need for the more formal stages two and three.**

The procedure is as follows:

Stage 1 – Informal discussion with the appraiser or headteacher prior to confirmation of pay recommendation (see above)

1. The employee receives confirmation of the proposed pay recommendation in a timely manner, usually within 10 working days and where applicable the basis on which the recommendation will be made.
2. If the employee is not satisfied, they should seek to resolve this by discussing the matter informally with the appraiser or headteacher within five working days of receipt of the recommendation and before it is put forward to the person or governors committee who will make the pay determination.
1. If the employee is still not satisfied after informally discussing the recommendation with the appraiser or headteacher, then the appraiser or headteacher should summarise the rationale as to why the employee does not agree with the recommendation and this should be considered by the person or governors pay committee prior to making their determination.

Stage 2 – Formal Representation Hearing to the person or governors' committee who made the pay determination

1. If, having gone through stage 1, the teacher believes that an incorrect determination has been made, he/she may make representation to the person (or governors' committee) who made the decision. To begin the process, the employee should submit a formal written statement to the person (or governors' committee) making the determination, setting down in writing the grounds for not agreeing with the pay determination. This should be done within 10 working days of receiving confirmation of the pay determination.

2. The teacher should be given the opportunity to make representations at a formal hearing with the person (or governors committee) who made the pay determination. The outcome of this hearing will then be communicated to the teacher in writing within 10 working days. The employee will be informed that they may be accompanied by a trade union representative or work colleague at the hearing (and any subsequent appeal hearing). Having heard the representation, the person or committee must reach a decision, which it must relay to the employee in writing, including the rationale for reaching the decision. The employee should be notified of their right of appeal if necessary.

Stage 3 – Formal Appeal Hearing

1. If the employee continues to be dissatisfied with the pay determination following the representation hearing, they should set out in writing the grounds for appealing the determination and should send it to the Chair of the appeal committee or headteacher within 10 working days of receipt of the written outcome of the stage 2 decision.
2. Any appeal should be heard by a panel of governors (minimum two but recommend three) who were not involved in the original determination normally within 20 working days of the receipt of the written appeal notification, where possible.
3. Having heard the appeal, the panel must reach a decision, which it must relay to the teacher in writing within 10 working days, including the rationale for reaching the decision. This decision will be final and there is no recourse to the general staff grievance procedure.

13. Increment Appeal Process (Support Staff)

Those employees who are eligible to be considered for an increment, but who are not awarded an increment as a result of unsatisfactory conduct, capability, appraisal or attendance, will have the right of appeal. This also applies to employees at the top of the pay band who have had their pay reduced by one spinal column point.

Individuals have the right to be accompanied by a trade union representative or work colleague at steps two and three. Appeals will be heard by panels of two or three non-staff governors.

Note: The exceptions process (detailed in the increments policy) is entirely separate to the appeals process and should be concluded prior to the progression of an appeal.

Step 1

Employee puts their appeal in writing

Following notification of the decision to withhold or remove an increment, an employee may appeal to their headteacher as soon as possible,

making them aware that they are dissatisfied with the decision to remove or withhold an increment, and why.

Step 2

Headteacher and employee meet to discuss the situation.

The headteacher must acknowledge receipt of the appeal as soon as possible and arrange to meet with the individual to discuss the decision making process, relevant to their case.

The headteacher will confirm the outcome of the meeting by noting the decision and reasons for it in writing. The employee will be provided with a copy and be advised that if they are still dissatisfied with the decision then they have the right of appeal (step 3 of the process).

The employee should notify their manager in writing as soon as possible after receiving the written outcome, detailing the reasons for their dissatisfaction with the decision.

If the employee decides to appeal then the headteacher will send a copy of the appeal to the chair of the appeals committee, together with any other evidence relevant to the employee's case. The headteacher would organise the appeal/chair in liaison with HR. The employee will be provided with a copy of all the evidence provided by the headteacher to the chair of the appeals committee, in a reasonable time period before the appeal meeting takes place.

Step 3

Appeal to next level

An appeal meeting will be set up and chaired by a member of the governors appeals committee. The governor's panel will not have been previously involved with the individual case. It is recommended that a HR representative advises the panel.

The headteacher should make available to the panel a comprehensive pack of information to include: the employee's appeal, meeting notes, absence history, sick note certificates, return to work forms, copies of letters, occupational health referrals and any other relevant information to be considered by the panel. This must be submitted within a reasonable time and no later than five working days before the hearing.

If the employee or appeals committee believes that any clarification of the evidence is required they should request the headteacher to provide written clarification to both the employee and the panel, assisted by the HR representative (if required) in advance of the appeal meeting.

The individual and / or their representative then have the opportunity to present their case against the increment decision. The appeal panel (and HR representative) will have the opportunity to ask questions.

The meeting will conclude to allow the appeal panel to consider the information provided in consultation with the HR representative (if applicable).

The outcome will be confirmed in writing.

The final decision will be provided in writing by the chair of the panel to the employee.

The outcome of step 3 is final. Individuals cannot make a further appeal through the resolving issues at work procedure.

14. If the employee's pay point is changed as a result of this process it will be the headteacher's responsibility to ensure that the salary is changed from the effective date by liaising with employment support service.

15. **Monitoring of the Policy**

The Governing Body, through its Pay Committee, will monitor the effectiveness of this policy including the outcome of pay decisions to ensure the school's compliance with equalities legislation.

It is important that the rationale for all pay decisions is clearly and confidentially minuted by the Committee.

Appendix A – Guidance on Pay Progression Decisions

The awarding of two incremental points for members of the Leadership Group, Main Pay and Upper Pay Scale Teachers and Leading Practitioners

Leadership Group

A Headteacher/Deputy/Assistant Head may be awarded one or two additional points within the Headteachers' Pay Range or individual pay range if they have demonstrated a sustained high quality of performance, having regard to the results of their most recent appraisal review and any pay recommendations arising therefrom.

The possibility of awarding two additional points raises the question of what standard of performance would justify the maximum award?

There is no guidance in the STPC&D but the following pointers may be considered:

- *Have they met the **relevant** National Professional Standards **(for Teachers or Headteachers)** in every respect and excelled in relation to particular Standards?*
- *Have they met or exceeded their performance targets while at the same time achieving an excellent level of overall performance?*
- *Is there clear evidence of their impact in terms of pupil outcomes? For example, have rigorous measurable outcomes for pupils (and/or staff and the wider school community) in the School Improvement Plan been fully achieved or exceeded?*
- *Has the school been judged 'outstanding' by Ofsted and/or 'highly effective' by the Local Authority?*

Main Pay and Upper Pay Scale Teachers

It is recommended that the pay progression for main pay scale teachers is addressed in the following manner: -

*A performance which **meets requirements** will receive a one-point increase within the pay scale, if headroom allows.*

*A performance which **fails to meet requirements** will not receive an increase.*

Schools may also consider recognising excellent performance in the following terms but should be aware of the need to have sound objective evidence to justify differentiated pay progression:

*A performance which **significantly exceeds requirements** will receive a two-point increase within the pay scale, if headroom allows.*

In addition, schools may wish to insert one or more of the following policy statements: -

1. Teachers will not receive pay progression if their performance in the previous year did not meet requirements, taking into account identified conduct or capability issues and appraisal outcome.

If a period of warning/under-performance crosses two appraisal years pay progression would be withheld only once (in the first year) provided that conduct/performance was acceptable in the remainder of the second year.

Schools may wish to consider adding the attendance criteria below to bring teachers in line with support staff. However, this element is at particular variance with the Professional Associations stance and may, therefore, be robustly challenged.

2. Additionally, teachers will also not receive an increment if their sickness absence exceeds stated limits:

Period Max days in year 3 yr total limit

01.09.20 – 31.08.21	7	21
------------------------	---	----

Only if the maximum sickness absence is exceeded for the current period then the 3-year total will be considered (current year plus previous 2 years).

In relation to the awarding of a two point increase we suggest that the following questions be considered:

- *Have they excelled in relation to the Teachers' Standards?*
- *Have they met or exceeded their performance objectives while at the same time achieving an excellent level of overall performance?*
- *Is there clear evidence of their impact in terms of pupil outcomes? For example, have the majority of pupils they taught made progress that is above expectation based on prior attainment?*

Upper Pay Scale

Teachers will be assessed in accordance with the school's performance management policy to determine whether their contribution to the school has been **substantial and sustained** in addition to meeting the criteria for main pay scale teachers stated above.

*A performance which **significantly exceeds requirements** will receive a two-point increase within the pay scale, if headroom allows.*

*'**substantial**' means - of real importance, validity or value to the school; play a critical role in the life of the school; provide a role model for teaching and learning; make a distinctive contribution to the raising of pupil standards; take advantage of appropriate opportunities for professional development and use the outcomes effectively to improve pupils' learning; and*

'sustained' means - maintained continuously over a period of at least two school years. They will be able to demonstrate that their teaching expertise has grown over the relevant period and is consistently at least good.

Leading Practitioners (LPs)

An LP may be awarded one or two additional points within their individual pay range if they have demonstrated a sustained high quality of performance, having regard to the results of the most recent appraisal review and any pay recommendations arising therefrom.

The possibility of awarding two additional points raises the question of what standard of performance would justify the maximum award?

There is no guidance in the STPC&D but the following pointers may be considered:

- *Has the LP completed outreach work - or planning for outreach - for at least 90% of the time available for this purpose?**
- *Has the outreach work received consistently excellent evaluations?**
- *Has the LP successfully undertaken a strategic leadership role?*
- *Is there evidence of highly successful outcomes for teachers and pupils as a result of the LPs interventions?*

** If outreach work is part of the responsibilities of the post*

Schools should be aware of the need to apply consistent judgements to the evidence.

Appendix B

Template Pay Statements

It is a requirement of the School Teachers' Pay and Conditions Document that all teachers are issued with an annual pay statement from 01 September and whenever a change is made to salaries at any other time. Pay statements to be issued within one month of any change in salary.

Schools may also choose to issue pay statements to Support Staff. It is suggested that this is done following the incremental review each April.

Templates for each type of pay statement follow:

Appendix B1 - Leadership Group

Appendix B2 - Leading Practitioner

Appendix B3 - Main scale and Upper Pay scale teachers

Appendix B4 - Unqualified Teachers

Appendix B5 - Support Staff

Appendix B1

Annual Salary Statement – Leadership Group Teacher

Name.....

School.....

Job Title.....

Effective Date.....

Salary Point as at 31/08/20 L.....

School Group.....

Salary Range as at 01/09/20 L.....to L.....

Headteachers only - If the range is above the school group range give reasons and whether additional payment is permanent or temporary. If temporary, state end date

.....

.....

Number of Performance Points Awarded (if any) from 01/09/20.....

New Salary Point from 01/09/20 L.....

Annual Salary value on range from 01/09/20 £.....

Recruitment or Retention Incentives and Benefits (if any) (not applicable to Headteachers)

Type of award: Recruitment.....Retention.....

Annual Amount of Payment £.....

Other Benefit

End Date of award.....

Salary Safeguarding (if any)

Type of Safeguarding.....

Annual Safeguarded sum £.....

Date Safeguarding introduced.....

Latest date Safeguarding will end.....

Total inclusive annual salary £.....

Information on the safeguarding rules may be found at [Teachers' Pay](#)

The school's staffing structure and pay policy may be inspected at

.....

Signed on behalf of the Governing Body.....

Name.....Date.....

Appendix B2

Annual Salary Statement – Leading Practitioner

Name.....

School.....

Effective Date.....

Salary Point as at 31/08/20 LP.....

Salary Range as at 01/09/20 LP.....to LP.....

Number of Performance Points Awarded (if any) from 01/09/20.....

New Salary Point from 01/09/20 LP.....

Annual Salary value on range from 01/09/20 £.....

Recruitment or Retention Incentives and Benefits (if any)

Type of award: Recruitment.....Retention.....

Annual Amount of Payment £.....

Other Benefit

.....

End Date of award.....

Salary Safeguarding (if any)

Type of Safeguarding.....

Annual Safeguarded sum £.....

Date Safeguarding introduced.....

Latest date Safeguarding will end.....

Total inclusive annual salary £.....

Information on the safeguarding rules may be found at [Teachers' Pay](#)

The school's staffing structure and pay policy may be inspected at

.....

Signed on behalf of the Governing Body.....

Name.....Date.....

Name.....

School.....

Effective Date.....

Salary Point as at 31/08/20 MPR.....or UPR.....

Number of Performance Points Awarded from 01/09/20 MPR.....or UPR.....

New Salary Point from 01/09/20 MPR.....or UPR.....

Annual Salary value on range from 01/09/20 £.....

Allowances (if any)

SEN Amount £.....

TLR 1 or 2 Level.....Amount £.....

Nature of the significant responsibility for which TLR was awarded (complete, or attach a copy of the Job Description)

.....

If TLR is paid for temporarily occupying the post of an absent colleague, the date or circumstances in which the TLR payment will come to an end

.....

TLR3 Payment Amount £.....

Reason for temporary award

.....

End Date of TLR3 Payment

Recruitment or Retention Incentives and Benefits (if any)

Type of award: Recruitment.....Retention.....

Annual Amount of Payment £.....

Other Benefit

End Date of award.....

Salary Safeguarding (if any)

Type of Safeguarding.....

Annual Safeguarded sum £.....

Date Safeguarding introduced.....

Latest date Safeguarding will end.....

Total inclusive annual salary £.....

Information on the safeguarding rules may be found at [Teachers' Pay](#)

The school's staffing structure and pay policy may be inspected at

.....

Signed on behalf of the Governing Body.....

Name.....Date.....

Name.....

School.....

Effective Date.....

Salary Point as at 31/08/20 UQT.....

Number of Performance Points Awarded from 01/09/20 (if any) UQT.....

New Salary Point from 01/09/20 UQT.....

Annual Salary value on range from 01/09/20 £.....

UQT Allowances (if any)

Amount £.....

Nature of the significant responsibility, experience or skills for which UQT Allowance was awarded (complete, or attach a copy of the Job Description)

.....

Salary Safeguarding (if any)

Type of Safeguarding.....

Annual Safeguarded sum £.....

Date Safeguarding introduced.....

Latest date Safeguarding will end.....

Total inclusive annual salary £.....

Information on the safeguarding rules may be found at [Teachers' Pay](#)

The school's staffing structure and pay policy may be inspected at

.....

Signed on behalf of the Governing Body.....

Name.....Date.....

Name.....

School.....

Post.....

Effective Date.....

Pay Grade as at 31/03/21.....**Pay Point** as at 31/03/21.....

Number of Performance Points Awarded from 01/04/21 (if any).....

Has a performance point been removed? Yes/No.....

New Salary Point from 01/04/21.....

Annual Salary value on scale from 01/04/21 £.....

Merit/Incentive Payments (if any)

Amount £.....

Nature of and reason for the merit/Incentive payment with end date if applicable

.....
.....

Salary Safeguarding (if any)

Reason for Safeguarding.....

.....

Annual Safeguarded sum £.....

Date Safeguarding introduced.....

Latest date Safeguarding will end.....

Retention Payment (if any)

Amount £.....

Reason for Retention Payment.....

.....

Review/End Date.....

Total inclusive annual salary £.....

Information on support staff pay may be found in the NYCC pay policy and guidance for support staff.
The school's staffing structure and pay policy may be inspected at

.....

Signed on behalf of the Governing Body.....

Name.....Date.....

APPENDIX C

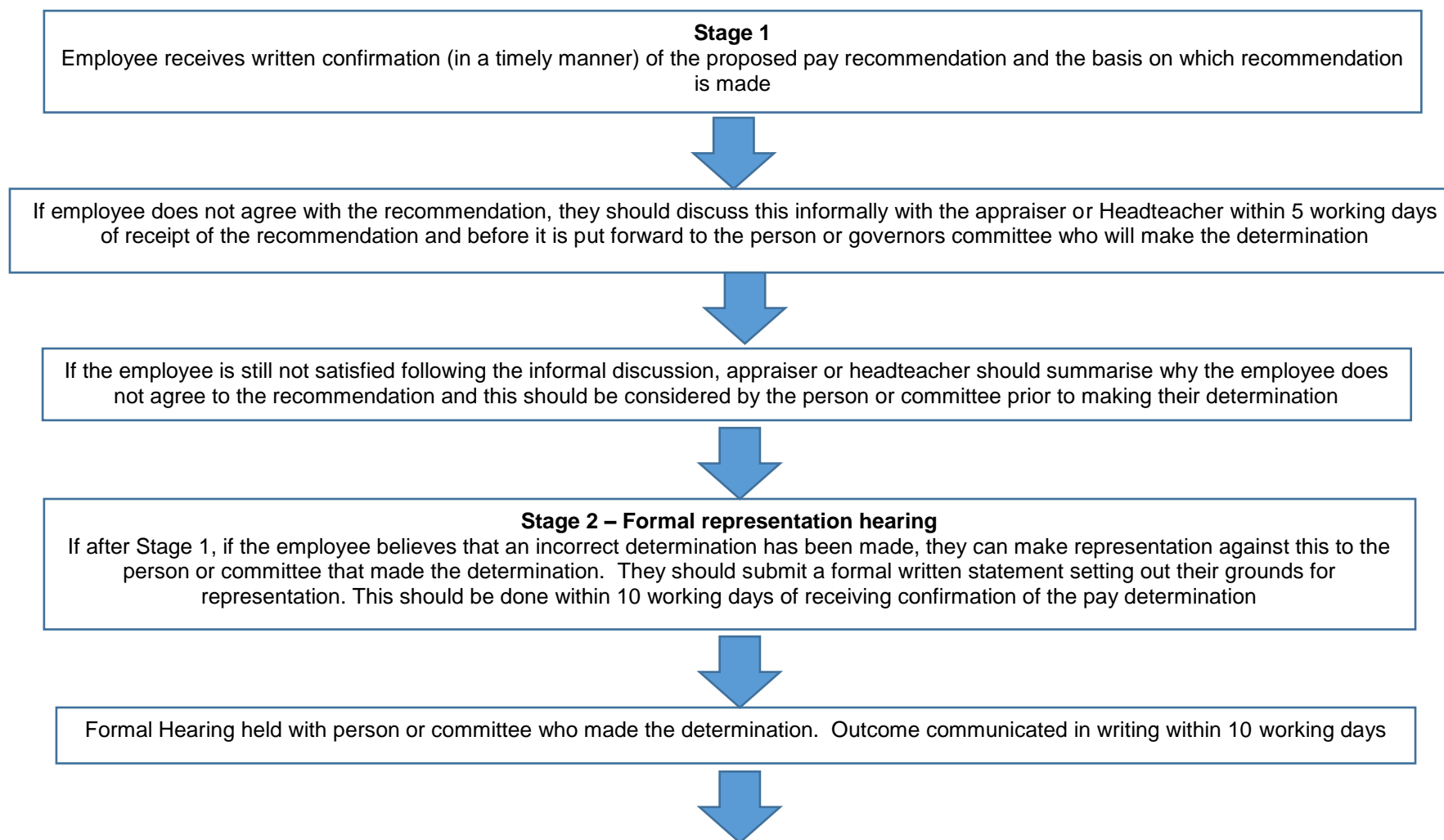
Pay Hearing and Appeal Flowchart (Teaching staff)

In line with your scheme of delegation you need to be clear from the outset of the appraisal process, who will make the recommendation and who will make the determination as this cannot be the same person.

Example:

Appraiser makes recommendation, informal discussion would be with appraiser and determination would either be with Headteacher or a pay committee. If Headteacher make determination, Stage 2 would also be with them.

If Headteacher makes recommendation, informal discussion would be with Headteacher and determination should be made by a governors committee, who would also deal with Stage 2, if required.



Stage 3 – Appeal

If employee remains dissatisfied with pay determination, they should set out their grounds for appeal within 10 working days of the written outcome of Stage 2



Appeal hearing held with panel of governors (minimum 2 but recommended 3) who were not involved in original determination. Hearing should normally be arranged within 20 working days of receipt of the request to appeal.



Appeal panel reach decision following hearing which is confirmed in writing (within 10 working days) and should include a rationale for reaching their decision. The decision is final and there is no recourse under a separate policy

APPENDIX D: Recommendations for pay progression 2020-21

Judgments will be made against five areas:

Aspect		Fully met	Partially met	Not met
Quality of teaching and learning		All three scheduled observations judged good or outstanding	Two of the scheduled observations judged good or better and one require improvement or inadequate	One of the scheduled observations judged good or better and other two a combination of requires improvement or inadequate All three a combination or solely RI and / or inadequate
Performance management target 1 – SDP or a Prof Standard		Clear evidence shows activities have been completed and success criteria has been fully achieved (i.e. impact)	Evidence shows most activities have been completed and some progress towards success criteria	Little or no evidence to show activities have been completed and little or no progress towards success criteria
Performance management target 2 – Pupil progress*		The percentage at or above expectations as set by HT is fully met / exceeded.	The percentage at or above expectations as set by HT is fully met / exceeded bar one child	Two or more children have fallen below the percentage at or above expectations as set by HT
Performance management target 3 – professional development		Clear evidence shows all activities have been completed and success criteria has been fully achieved (i.e. impact)	Evidence shows most activities have been completed and some progress towards success criteria	Little or no evidence to show activities have been completed and little or no progress towards success criteria
Career Stage Expectations (Professional standards)	A	Clear evidence that member of staff is functioning at identified level in at least 75% of the standards (MS 6 out of 8 UPR 6 out of 7)	Clear evidence that member of staff is functioning at identified level in at least 50% of the standards (MS 4 out of 8 UPR 4 out of 7)	Clear evidence that member of staff is functioning at the identified level in less than 45% of the standards (MS 3 out of 8 UPR 3 out of 7)
		Please note that if member of staff is eligible for level movement then they will be working on the next level CSE		
	B	Clear evidence that member of staff is functioning at identified level in at least 50% of the next level of standards (MS 4 out of 8 UPR 4 out of 7)	N/A	

Aspect 1 – 5	Combinations:					Recommendation for pay:
5 combinations to achieve PRP →	Fully met	Fully met	Fully met	Fully met	Fully met	Yes But Quality of Teaching and Learning must be fully met if moving to the next level
	Fully met	Fully met	Fully met	Fully met	Partially met	
	Fully met	Fully met	Fully met	Fully met	Not met	
	Fully met	Fully met	Fully met	Partially met	Partially met	
	Fully met	Fully met	Fully met	Partially met	Not met	
3 combinations to discuss achieving PRP →	Fully met	Fully met	Fully met	Not met	Not met	Discussion with reviewer and EHT
	Fully met	Fully met	Partially met	Partially met	Partially met	
	Fully met	Fully met	Partially met	Partially met	Not met	
	Fully met	Fully met	Partially met	Not met	Not met	No
	Fully met	Fully met	Not met	Not met	Not met	
	Fully met	Partially met	Partially met	Partially met	Partially met	No Concerns raised
	Fully met	Partially met	Partially met	Partially met	Not met	
	Fully met	Partially met	Partially met	Not met	Not met	
	Fully met	Partially met	Not met	Not met	Not met	No Significant concerns raised
	Fully met	Not met	Not met	Not met	Not met	
	Partially met	Partially met	Partially met	Partially met	Partially met	
	Partially met	Partially met	Partially met	Partially met	Not met	
	Partially met	Partially met	Partially met	Not met	Not met	
	Partially met	Partially met	Not met	Not met	Not met	
	Partially met	Not met	Not met	Not met	Not met	
	Not met	Not met	Not met	Not met	Not met	

Please note if there are exceptional circumstances that have impacted on performance management this can be considered through a discussion between reviewee, reviewer and the Headteacher, Zoe Pickard.

Career Stage Expectations

Main Grade – M1-6 (UPR Level 4 - additional criteria that must be met)

When being considered for the next level, your evidence should demonstrate that you have been working towards at least 50% of that level.

References to learner "participation" in reviewing learning etc. is to be considered in the context of an appropriate level for the individual child/class in the **Goldsborough Sicklinghall Federation**.

Teaching Standard:	Level 1 – M1-2	Level 2 – M3-4	Level 3 M5-6
	All teachers (NQT onwards)	Developing teachers	Experienced teachers
	Annual appraisal review - can be assessed against higher level criteria (level 2 or 4) after two successful appraisals	Annual appraisal review - can be assessed against higher level criteria (level 3 or 4) after two successful appraisals	Annual appraisal review - can be assessed against higher level criteria (level 4) after two successful appraisals
<p>T1 Teachers must set high expectations which inspire, motivate and challenge pupils</p> <ul style="list-style-type: none"> • establish a safe and stimulating environment for pupils, rooted in mutual respect • set goals that stretch and challenge pupils of all backgrounds, abilities and dispositions • demonstrate consistently the positive attitudes, values and behaviour which are expected of pupils. 	<p>I fully support and work toward implementing the aims and values of the school. Fairness is integral to my teaching style and relationships with learners. This is securely based in the fundamental values of democracy, the rule of law, individual liberty, tolerance and mutual respect. I communicate my expectations to learners and I can evidence from their feedback that they understand and are working towards them.</p> <p>I provide at all times learning environment which is conducive to openness and respect, in and learners feel safe and are able to confide in each other and confidently share concerns with staff. Feedback from learners and lesson observation records show that my contribution is helping to enabling learners to build their confidence and emotional resilience, and therefore their capacity to learn. That they are showing the skills to express their own feelings and to show understanding of those of others. I accept and respect for learners individuality and demonstrate honesty and openness in my interactions with them.</p> <p>I am fully committed to working with my colleagues together to create a positive learning environment which inspires and motivates learners. I am approachable to learners and actively encourage them to seek support when needed. I use praise, commentary and assistance to encourage individual and groups of learners to stay on task and complete the work set. I can evidence how I work with all relevant staff to secure a shared commitment to mutual respect and the well being of young people.</p>	<p>I can evidence how I have supported and made a significant contribution to the systems implemented by leadership aimed at ensuring a safe and secure learning environment. I have enabled a culture in which all learners are supported to grow and flourish, respect others and be respected. I ensure there is at all time a positive, stimulating learning environment which is ready for users.</p> <p>I am a very good and positive role model at all times for the learners in my care in relation to my personal attitudes, behaviour, preparation and punctuality. I support and encourage learner's positive behaviour in line with the policies of the setting demonstrating consistently the positive attitudes, values and behaviour I expect of learners in my care. Lesson observation notes show that I am enthusiastic and committed in my teaching, which is reflected in the engagement and response of learners.</p>	<p>My teaching secures high expectations of learners and a commitment to excellence, which are integral to all levels of management and practice in my classroom and my wider professional duties. This is evident in the challenging but realistic targets that I set for myself and learners in my care. These goals appropriately stretch and challenge learners of all backgrounds, abilities and dispositions. I have systems in place which identify underachievement early and which sensitively allow for appropriate support to be put in place.</p> <p>Performance management and lesson observations indicate that my teaching is inspirational, imaginative and engaging, enabling learners to meet the objectives I set for them. My expectations of learners is high and I give wherever possible immediate constructive and sensitive feedback, which supports learning and contributes towards very good levels of progress. I work collaboratively with other teachers and learning support staff to actively explore new and improved teaching and learning strategies including new technologies, and effectively adapt these for my classroom. I can evidence how steps are taken to ensure teaching strategies and materials are matched to and reflect learner's age and developmental needs.</p>

Teaching Standard:	Level 1 – M1-2	Level 2 – M3-4	Level 3 M5-6
<p>T2 Teachers must promote good progress and outcomes by pupils be accountable for pupils' attainment, progress and outcomes</p> <ul style="list-style-type: none"> • be aware of pupils' capabilities and their prior knowledge, and plan teaching to build on these • guide pupils to reflect on the progress they have made and their emerging need • demonstrate knowledge and understanding of how pupils learn and how this impacts on teaching • encourage pupils to take a responsible and conscientious attitude to their own work and study. 	<p>I can demonstrate a secure understanding of how learners learn and how this impacts on my teaching. My planning identifies clear learning objectives and outcomes, builds on prior learning, is matched to the needs of all learners, and refers, where appropriate, to their Individual Learning Plans (ILPs) enabling learners to make good progress within the broader curriculum context.</p> <p>I am actively involved in the implementation of processes for the school's well embedded operational strategy to ensure that all learners are given opportunity to work to their capability and achieve their full potential. I am aware of the importance of the effective use of local and national data on pupil progress in this process.</p>	<p>My performance management and lesson observation records show that I demonstrate a very good ability to assess learner progress and evaluate the quality of my own teaching taking appropriate action to improve learner outcomes.</p> <p>My teaching includes strategies for actively engaging learners in the identification of their needs and aspirations. Young people are allowed to express themselves and their contribution acknowledged. I can evidence how I create opportunities for learners to identify and use prior experiences and learning to inform their future learning and development. This leads to personalised learning through an agreed individual learning plan (ILP) aimed at liberating their potential in line with the aims of the Children Act 2004 I offer information, advice and feedback to support learners in working towards their plan and to implement any identified changes needed in order for them to be implemented.</p> <p>My evaluation of learning is sound, judgements about quality and impact are made and I am proactive in ensuring that outcomes are used to ensure consistently high standards of learning across the subjects I teach and in extended service provision when I am involved. Learners are actively involved in this process.</p> <p>My performance management records confirm that I am secure in making effective use of an appropriate range of observation, assessment, monitoring and recording strategies as a basis for setting challenging learning objectives and monitoring learners' progress and levels of attainment.</p> <p>I can evidence how I build on the prior knowledge and attainment of those I teach in order that learners meet learning objectives and make sustained progress. I consistently review learning outcomes against planned activity and amend future programmes accordingly. My teaching enables learners make very good progress from their prior levels of achievement in comparison with national expectations.</p>	<p>I encourage learners to have a positive attitude and to take responsibility for their own work and study. I can evidence how I have support and enable learners to clearly identify their learning goals and achievable targets and to establish key steps for working towards them. They are developing the skills to be secure in the process of reviewing, improving and recording progress towards their own learning plan against previous goals and aspirations. I use a range of assessment and feedback techniques to inform this process and ensure that they are positively encouraged to communicate their needs for future learning. These are evident in my planning and learning objectives set.</p> <p>I challenge individual learners to be successful and active independent partners in both the assessment and self-evaluation of their learning. I encourage them to take responsibility for their own learning helping them to review their learning strategies and achievement. I give them regular feedback and encouragement them to review and reflect on their own work and I ensure there are regular and planned opportunities for discussion with myself and where appropriate or needed other adults to identify emerging needs and to set positive targets for improvement.</p> <p>Performance management indicates I have an excellent ability to analyse available data, assessments and reports to provide learners, colleagues, parents and carers with timely, accurate and constructive feedback on learners' attainment, progress and areas for development that ensure learner progress.</p>

Teaching Standard:	Level 1 – M1-2	Level 2 – M3-4	Level 3 M5-6
<p>T3 Teachers must demonstrate good subject and curriculum knowledge</p> <ul style="list-style-type: none"> • have a secure knowledge of the relevant subject(s) and curriculum areas, foster and maintain pupils' interest in the subject, and address misunderstandings • demonstrate a critical understanding of developments in the subject and curriculum areas, and promote the value of scholarship • demonstrate an understanding of and take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English, whatever the teacher's specialist subject • if teaching early reading, demonstrate a clear understanding of systematic synthetic phonics • if teaching early mathematics, demonstrate a clear understanding of appropriate teaching strategies. 	<p>I can evidence I am secure in my knowledge and understand of the relevant statutory and non-statutory curricula and frameworks, including those provided through local and national initiatives, for the subjects/curriculum areas and other relevant initiatives across the age and ability range I teach. I incorporate new knowledge, skills and subject developments into my classroom practice and can evidence how I am applying it in areas that will be most effective.</p> <p>I have a secure up-to-date working knowledge of a range of teaching, learning and behaviour management strategies and know how to use and adapt them, including how to personalise learning to provide opportunities for all learners to achieve their potential.</p> <p>I am confident in my skills and knowledge in literacy, numeracy and information and communications technology (ICT).</p>	<p>I have worked with school leadership to deliver the structure for assessing performance, which I can evidence has impacted on progress and pupil achievement. I have developed an extensive and deep knowledge and understanding of my subjects/curriculum areas and related pedagogy through involvement in wider professional networks where possible.</p> <p>I am outward looking and fully pro-active in engaging with, and where possible attending, local and national networks. I use up to date resources to support initiatives or change, including appropriate websites. I have a clear understanding of the school development and extended service implications of initiatives or changes I am involved in. I can evidence a creative and constructively critical approach towards innovation and that I am willing to adapt my practice where potential benefits and improvements are identified.</p> <p>I have been involved in monitoring and evaluation which considers in-school variation in provision planning and progress in relation to curriculum subjects. Where variation is identified action is taken which leads to a discernible impact upon subject development and outcomes.</p> <p>I am confident in my skills and knowledge in the teaching of literacy, numeracy and information and communication technology (ICT). I use them in all aspects of my planning, teaching and wider professional activities.</p>	<p>I am actively involved in rigorously evaluating the school's curriculum provision and also proactive in ensuring that initiatives are well researched and that planned innovations are meeting changing requirements that lead both to whole school development and higher achievement for learners.</p> <p>I can evidence how in all my teaching I take responsibility for promoting high standards of literacy, articulacy and the correct use of standard English. I design and plan for subject and cross curricula opportunities for learners to develop their literacy, numeracy, ICT and thinking and learning skills as appropriate within their phase and context.</p> <p>I am confident I have a secure knowledge and understanding of my subjects/curriculum area and related pedagogy I ensure learners are able to engage positively, enjoy their learning and make very good progress. I can evidence how my passion for teaching and the subjects/curriculum areas in which I am working is fostering learner interest, a desire to extending their learning and a willingness to seek clarification when needed.</p>

Teaching Standard:	Level 1 – M1-2	Level 2 – M3-4	Level 3 M5-6
<p>T4 Teachers must plan and teach well structured lessons</p> <ul style="list-style-type: none"> • impart knowledge and develop understanding through effective use of lesson time • promote a love of learning and children's intellectual curiosity • set homework and plan other out-of-class activities to consolidate and extend the knowledge and understanding pupils have acquired • reflect systematically on the effectiveness of lessons and approaches to teaching • contribute to the design and provision of an engaging curriculum within the relevant subject area(s). 	<p>I plan for learners to extend and consolidate their learning through activities that build confidence and self-esteem within and beyond the classroom. I also endeavour to provide experiences which enable them to successfully participate and take responsibility in activities and subjects beyond those where they show natural aptitudes. This contributes to building positive relationships and I can evidence how I give attention to individuals in this process in ways that are fair to the whole group.</p> <p>Performance management and lesson observations records show evidence that I plan for learner progression across the age and ability range. I design effective learning sequences within lessons and across series of lessons and these are informed by secure subject/curriculum knowledge and an understanding of any barriers to individual learner's ability to access the curriculum e.g. disability, language development.</p> <p>I act on curriculum monitoring outcomes and ensure that steps are taken to remedy identified gaps in the continuity of learning and progress in the subject/curriculum area I teach.</p> <p>My lesson plans are consistent with whole school curriculum statements, are based upon coherent schemes of work, and address whole school, individual, group, cohort and subject targets. I ensure that planning takes account of any additional adult support available to me.</p>	<p>I am actively involved in leading joint planning sessions enabling the most effective use of the learners and the teachers time to secure best practice.</p> <p>I am systematic in monitoring my phase/ subject/curriculum area in relation to both statutory and non-statutory curriculum provision and I take action to secure consistent provision for all learners and groups.</p> <p>I deliver a high quality of teaching at all times which is evidenced by performance management and lesson observations. I work closely with senior staff to securing effective teaching, learning and challenge for all learners.</p> <p>I plan homework and out of class work which is differentiated to provide challenge, reinforcement and extension of learning, ensuring very good sustained progress and consolidation of learning.</p> <p>I understand and fulfil my role in meeting the targets set by the school and the ones I set for myself with the learners I teach. I plan for and teach engaging and motivating lessons informed by well-grounded expectations of learners which are designed to raise levels of attainment.</p>	<p>My planning and records of lesson observations show I am flexible, creative and adept at designing learning sequences within lessons and across lessons that are effective and consistently well-matched to learning objectives and the needs of learners. I fully integrate recent developments, including those relating to subject/curriculum knowledge and new technologies to support teaching and learning. I respond to learning opportunities which arise in lessons to actively engage learners interest and reinforce learning.</p> <p>I am actively involved in the monitoring and feedback on my teaching and its impact on learners' progress, attainment and well-being, refining my approaches where necessary. Records of lesson monitoring are an integral part of my performance management and the drive to raise the quality of my teaching.</p>

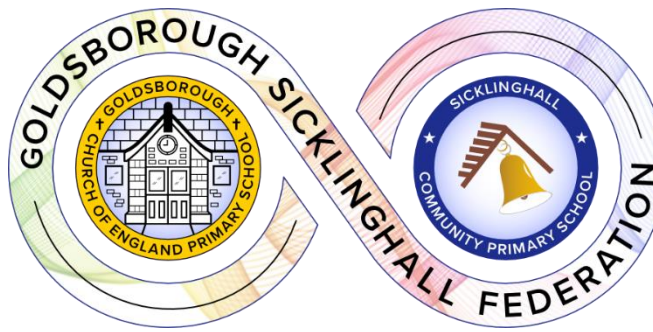
Teaching Standard:	Level 1 – M1-2	Level 2 – M3-4	Level 3 M5-6
<p>T5 Teachers must adapt teaching to respond to the strengths and needs of all pupils</p> <ul style="list-style-type: none"> • know when and how to differentiate appropriately, using approaches which enable pupils to be taught effectively • have a secure understanding of how a range of factors can inhibit pupils' ability to learn, and how best to overcome these • demonstrate an awareness of the physical, social and intellectual development of children, and know how to adapt teaching to support pupils' education at different stages of development • have a clear understanding of the needs of all pupils, including those with special educational needs; those of high ability; those with English as an additional language; those with disabilities; and be able to use and evaluate distinctive teaching approaches to engage and support them. 	<p>I work to ensure that I differentiate work for individual learners. Learner outcomes show clearly that I have challenging but realistic age related expectations of those I teach whilst challenging low expectations at all times.</p> <p>I ensure that I use a wide range of teaching strategies and resources, taking practical account of equality and inclusion to ensure that these are allocated effectively. My planning and lesson delivery ensures equality of curriculum access for all learners. I ensure that materials and resources I use are relevant to the learners' needs and interests, the learning objectives and the linguistic and cultural diversity of the schools community. This can be evidenced from lesson observation records.</p> <p>I know individual learners extremely well, including those with high ability, from particular groups or with SEN. I understand and provide for their physical, emotional and intellectual needs and respond to learners in a planned, positive and supportive way taking into account Individual Education Plans (IEPs). I adapt the environment, teaching methods and/or materials used to suit individual learner needs. I know where to seek support when needed.</p> <p>My teaching is imaginative and aimed at being inspirational taking into account individual learning needs. Lesson observation reports show that I am successful in being inclusive by engaging with all learners to remove barriers.</p>	<p>I endeavour to identify and be highly responsive to identified personalised needs of the learners in my care and I am quick to respond to them once identified. I ensure that I seek information about the individual needs of the learners from colleagues, families and external support agencies and take these into consideration in my planning. I am confident in seeking and acquiring specialist advice and support to ensure I am meeting the personal support needed for working with learners that have additional and specific needs. I can evidence how my planning, objectives and activities take into consideration the individual needs, home and family circumstances and provide opportunities for learners to practice new language skills, including learners with English as an additional language (EAL).</p> <p>In my teaching and planning I can evidence how I have modified and/or adapted activities, experiences, learning objectives, resources to enable access for all learners in the group. I have worked within the school's strong culture and curriculum which takes account of the richness and diversity of the school's own community and its wider local community. I can evidence how I use praise and constructive feedback to maintain learner interest in curriculum activities and I closely monitor their development of language skills.</p> <p>Observation records show that I use different teaching methods and organisational strategies including instruction, questioning and listening techniques to engage learners and to confirm my understanding of their language and expressions. I work to match them to the intended outcomes of the lesson, preferred learning styles and learning needs across the age and ability range I teach. I can evidence how I achieve the full participation of learners by using preferred learning styles to meet the learning needs across the age and ability range I work with. I use teaching methods which maintain and motivate learner's interest whilst providing sufficient challenge. I collect and provide accurate and complete feedback to teachers on pupil's participation and progress.</p>	<p>I am clear about my role in securing learning and ensure that all my teaching and planning accommodates all learning styles taking account of diversity and promotes equality and inclusion for all ages and abilities. I plan my time effectively to deliver the planned teaching and learning activities making very good use of the time allocated for its delivery.</p> <p>I formulate questions that require learners to think, encourage them to reflect on their learning, speculate, hypothesise and offer opinions which stimulate classroom debate and discussion. Adapting language to suit learners to introduce new ideas and concepts using explanations, questions, discussions and plenary effectively. I can evidence how I listen carefully to their responses and positively encourage them to communicate their needs and ideas for future learning. When working with bilingual I can evidence how I endeavour to use some basic first language both to settle and them in the learning environment and to provide a good role model. I am secure that I am providing bilingual/multilingual learners opportunities to use their knowledge of the target language to interact with myself and others. I can evidence how with these learners I use language and literature which is appropriate to their age, level of understanding and stage of target language development. This encourages personalised learning and development of learners' bilingual skills.</p>

Teaching Standard:	Level 1 – M1-2	Level 2 – M3-4	Level 3 M5-6
<p>T6 Teachers must make accurate and productive use of assessment</p> <ul style="list-style-type: none"> • know and understand how to assess the relevant subject and curriculum areas, including statutory assessment requirements • make use of formative and summative assessment to secure pupils' progress • use relevant data to monitor progress, set targets, and plan subsequent lessons • give pupils regular feedback, both orally and through accurate marking, and encourage pupils to respond to the feedback. 	<p>I have a secure detailed knowledge of the assessment requirements and arrangements for the subjects/curriculum areas I teach, including those for public examinations, tests and qualifications. I use the whole school assessment systems for tracking, planning, target setting, recording and reporting consistently. These records are regularly updated and within timeframes set out by the school.</p> <p>I set learner targets based on accurate, moderated teacher assessment and there is clear evidence that this is having a direct impact on teaching and learning in my classroom.</p> <p>I use the school's processes in relation to teacher assessment which enables me to monitor at individual pupil level. Actions taken secure consistent development in standards for the pupils I teach.</p>	<p>I fully understand the school's assessment policy and how it forms the basis of informed teaching within the context of the principles of assessment for learning. I clarify for each learning activity the goals, expected success criteria and the assessment opportunities presented. I can evidence how I then share these with learners and support their understanding using age appropriate language providing examples of how criteria can be met.</p> <p>I am confident in understanding and using local and national statistical data and other information, in order to provide a comparative baseline for evaluating the progress and attainment of learners in my care. I actively seek assessment data to support school and my own staff development needs.</p> <p>I am very secure in using assessment as part of my teaching and support to diagnose learners' needs, set realistic and challenging targets for improvement and plan future teaching. I provide learners with opportunities to negotiate their learning objectives and make decisions about how they will be achieved. Learners know their short term targets and understand the progress they are making towards them. I can evidence how interventions are provided for learners who require extra support or need to extend their learning.</p> <p>I have an extensive and well-informed knowledge and understanding of the assessment requirements and arrangements for the subjects/curriculum areas I teach. These including those related to public examinations, tests and qualifications. I have worked on subject portfolios with examples of work and guidelines for assessment which have been developed with other colleagues to ensure a strategic and consistent approach to assessment within subjects and areas and across the school.</p>	<p>I have a comprehensive understanding of summative and formative assessment and use them continuously and rigorously in teaching to inform short, medium and long term planning and target setting and to maximise and support the continuity of learning including during transfer and transition. I ensure that throughout this process I retain and build on effective learning with other organisations agencies, schools or settings.</p> <p>On-going formative assessment and its efficient recording is a core strength of my approach to teaching it leads to pupils understanding learning objectives and recognising and achieving the higher standards they aim towards.</p> <p>My marking and assessment feedback is selective and based on clear and shared learning objectives and success criteria to enable learners to see errors as part of the learning process enabling the outcomes to make a strong contribution to raising achievement.</p> <p>I am very effective in using reports and other sources of external information related to assessment in order to provide learners with accurate and constructive feedback on their strengths, weaknesses, attainment, progress and areas for development, including action plans for improvement.</p>

Teaching Standard:	Level 1 – M1-2	Level 2 – M3-4	Level 3 M5-6
<p>T7 Teachers must manage behaviour effectively to ensure a good and safe learning environment</p> <ul style="list-style-type: none"> • have clear rules and routines for behaviour in classrooms, and take responsibility for promoting good and courteous behaviour both in classrooms and around the school, in accordance with the school's behaviour policy • have high expectations of behaviour, and establish a framework for discipline with a range of strategies, using praise, sanctions and rewards consistently and fairly • manage classes effectively, using approaches which are appropriate to pupils' needs in order to involve and motivate them • maintain good relationships with pupils, exercise appropriate authority, and act decisively when necessary. 	<p>I manage learners' behaviour constructively by maintaining a clear and positive framework for discipline, and by establishing and agreeing clear boundaries which are in line with the school's behaviour policy. I work with learners to manage and monitor their own behaviour. I record and report on the boundaries for acceptable behaviour which have been set within confidentiality agreements and legal requirements.</p> <p>I consider all aspects of emotional health when planning or delivering activities, for example, confidence, self esteem, peer group factors and other physical and emotional aspects.</p> <p>I am fully informed, skilled and confident to carry out my pastoral and safeguarding responsibilities. I deal confidently with the processes for harassment and bullying and am aware of the needs of groups at risk. I never use physical punishment and where physical restraint is unavoidable I use the minimum required and always in line with legal and organisational policies procedures and practice.</p> <p>Where I identify the language of bullying and/or oppressive behaviour I ensure that; incidents are discussed, learners are involved and every effort made to resolve conflict.</p>	<p>I can evidence very good relationships and effective communication with learners, encouraging and supporting them to think creatively and to find solutions to problems and to do things for themselves. I communicate well with my colleagues in sharing effective learning and pupil successes in line with agreed practice.</p> <p>I work with learners to agree challenging learning and behaviour targets and my planning shows how I adapt my strategies to meet targets by supporting learners in ways which make them feel valued and respected. I can evidence how I am successfully supporting learners with behaviour difficulties in changing or managing their behaviour to meet their individual targets. I have a very good understanding of learner's needs and provide them with regular feedback on how well they are doing.</p> <p>I deliver a well-planned, organised and differentiated curriculum, which motivates, stimulates and secures positive behaviour and learning. There is evidence of impact on learners' social, emotional and academic development.</p> <p>I fully implement the schools policies for behaviour for learning and teaching and learning. These have a direct and positive impact on my classroom practice and teaching and learning styles ensuring effective behaviour management</p>	<p>I make full and effective use of the schools learner support systems and strategies. I ensure that the behavioural needs of learners are met promoting their self-control and independence by supporting them in developing self management skills and encouraging them to make their own decisions and to take responsibility for their actions. Where a learner has specific behavioural needs when they lose self control following an incident a programme is prepared which helps them to refocus on classroom rules, their personal targets and responsibilities in the school and the wider community.</p>

Teaching Standard:	Level 1 – M1-2	Level 2 – M3-4	Level 3 M5-6
<p>T8 Teachers must fulfil wider professional responsibilities</p> <ul style="list-style-type: none"> • make a positive contribution to the wider life and ethos of the school • develop effective professional relationships with colleagues, knowing how and when to draw on advice and specialist support • deploy support staff effectively • take responsibility for improving teaching through appropriate professional development, responding to advice and feedback from colleagues • communicate effectively with parents with regard to pupils' achievements and well-being. 	<p>I value and develop every individual in my classes with regard to class, ethnicity/race, faith, age, gender, physical and learning ability and contribute to ensuring that they are reflected in all aspects of school life.</p> <p>I fulfil all the requirements of the school to keep parents and carers fully informed of their child's progress, targets and achievement throughout the year. My written reports sent to parents and carers meet statutory requirements and are always completed to a high standard and by the times set out by the school.</p> <p>My personal development programme is planned, delivered, measured and evaluated through the performance management process. I can evidence a positive impact on my work, classroom and contribution to whole school development.</p> <p>I identify time, resources to be used and how support staff/adults will be deployed to fully meet learning objectives and to secure the expected outcomes of lessons. I seek assistance if I am experiencing any difficulties in meeting the objectives of learning activities as planned.</p> <p>My feedback systems, which are in line with school policy, enable colleagues and parents to be clear about levels of attainment and achievement for learners that I teach. A positive attitude to learning is promoted by the regular communication and dialogue I have with parents to support targets for development.</p>	<p>I can evidence how I make a significant contribution to the wider life and ethos of the school by using educational and pastoral opportunities through assemblies, tutor time and class teaching effectively to maximise respect for cultural diversity, create positive ethos and to secure high levels of care. I positively value diversity and demonstrate acceptance of similarities and differences.</p> <p>I can evidence a full commitment to collaborative and co-operative working with colleagues in school. Our interactions promote trust and confidence in how we can and do support one another. We share in a timely manner which is appropriate, succinct information to enable all to be more effective in their support for learners. The quality of classroom relationship between colleagues, myself and learners is one that ensures a positive climate and learning environment with an emphasis on the importance of high standards.</p> <p>I communicate effectively with parents and carers to keep them informed with timely and relevant information about their child's objectives, progress and successes. Engaging them in working with myself and the school in supporting their child's learning, behaviour and well being. This includes setting achievable goals and boundaries for acceptable behaviour and supporting parents, families and carers in applying the consistently in partnership with the school. I am aware of children at risk of underachieving and those that have additional funding allocated to their circumstance or needs. Wherever possible I give support and encouragement to the parents carers and families of these learners.</p> <p>I rigorously support the review and evaluation of the impact of my professional development activity both on its contribution to the school's development and my own. I take action on the outcomes.</p> <p>I work collaboratively with other teachers and learning support staff to actively explore new and improved teaching and learning strategies including new technologies, and effectively adapt these for my classrooms. I can evidence how steps are taken to ensure teaching strategies and materials are matched to and reflect learners age and developmental needs.</p> <p>I systematically engage parents and carers in supporting learners' attitudes to learning both in school and at home by ensuring that there is at all times effective home/school communication and contact.</p>	<p>I enjoy excellent relationships with my colleagues and work cooperatively with them at all times to secure school development. I approach adults with courtesy and respect valuing their individual abilities, needs and preferences. Performance management outcomes show that I am open to coaching and mentoring, use appropriate communication methods, respond well to feedback given and adaptable in communicating when any difficulties are experienced.</p> <p>I recognise respect and value the achievements of other staff and always give praise where it is due. I make good use of the communication channels that are in place in school that enable myself, and the teams I work with, to raise professional issues, and make constructive contributions to the review of team practice, the wider aspects of school life and its ethos. I can evidence how I have influenced colleagues whilst showing sensitivity for their needs and concerns.</p> <p>I work closely with team members and identify opportunities for working with colleagues, managing their work where appropriate and sharing the development of effective practice with them in the context of performance management. Identifying and constructively sharing information on opportunities for improvement in team practice whilst giving positive feedback to other team members on activities they have undertaken.</p> <p>Performance management indicates I have an excellent ability to analyse available data, assessments and reports to provide learners, colleagues, parents and carers with timely, accurate and constructive feedback on learners' attainment, progress and areas for development that ensure learner progress.</p>

UPS 1	UPS 2	UPS 3
Annual appraisal review - can be assessed against higher level criteria (UPR2 only) after two successful appraisals	Annual appraisal review - can be assessed against higher level criteria (UPR3) after two successful appraisals	
Significant impact is demonstrated by modelling the implementation of aspects of the SDP Objectives within a teacher's own classroom and when supporting other staff to improve their Teaching Practice by implementing these areas of development too in the areas a teacher is coordinating.		
To consistently be a good or better classroom practitioner	To be an outstanding practitioner the majority of time	To consistently demonstrate outstanding practice, understanding how it's achieved. To use this knowledge to support the development of colleagues
<i>Lesson observations and monitoring and performance management indicate that teaching and support for learning is consistently good in all respects.</i>	<i>Lesson observations and monitoring and performance management indicate that teaching and support for learning is outstanding in all or nearly all respects.</i>	<i>Lesson observations and monitoring and performance management indicate that teaching and support for learning is outstanding in all respects.</i>
To provide advice and guidance to colleagues on teaching and learning and care guidance and support	To provide high quality advice and guidance to colleagues on teaching and learning and care guidance and support	To make a distinctive contribution to the raising of standards and to pupil progress across the school through high quality advice and guidance to colleagues
<i>The school facilitates its experienced teachers in contributing to the professional development of colleagues through coaching and mentoring, demonstrating effective practice, and providing advice and feedback.</i>		
To investigate, research and disseminate good practice	To proactively investigate, research and collaboratively disseminate good practice.	To lead in the proactive investigation, research and dissemination of good practice
<i>I am reflective, innovative and outward looking. This includes research and published reports to inform planning. I am responsive to curriculum developments and actively seeks partnership work with other schools building on national and local examples of best practice.</i>		
To proactively seek opportunities for improvement, in own practice. To support colleagues in improvement in their practice.	To proactively seek opportunities for improvement, whether in own or others' practice	To act as a respected source of guidance on how to embed improvements in own or others' practice
<i>Lead experienced staff make well-founded appraisals of situations upon which they are asked to advise, applying high level skills in classroom observation to evaluate and advise colleagues on their work and devising and implementing effective strategies to meet the learning needs of children and young people leading to improvements in pupil outcomes.</i>		
To contribute to the life of the school and to foster collegiate school activity	To play an active role in the life of the school and to foster collegiate school activity	To play a critical role in the life of the school, and in particular to lead and foster collegiate school activity
<i>I can evidence how I make a significant contribution to the wider life and ethos of the school by using educational and pastoral opportunities through assemblies, tutor time and class teaching effectively to maximise respect for cultural diversity, create positive ethos and to secure high levels of care. I work closely with team members and facilitate opportunities for working with colleagues, managing their work where appropriate and sharing the development of effective practice with them in the context of performance management. I recognise successful completion of significant pieces of work or work activities by team members and I use praise effectively, where due, as a motivational tool. Identifying and constructively sharing information on opportunities for improvement in team practice</i>		
To take a lead in a school improvement initiative	To play a significant role in school improvement initiatives	To make a major contribution to the strategic development of school improvement
<i>Performance management records, school outcomes, and other documents scrutinising my impact show that I make a significant contribution to the school's overall capacity to improve. Data is accurate (and evidenced via external moderation).</i>		
To promote the School in a positive light with all its stakeholders	To work consistently to promote the School in a positive light with all its stakeholders	To act as an ambassador for the School in its relations with all its stakeholders as required
<i>I work with colleagues on the staff, learners and all stakeholders in the school to develop and implement a shared understanding of the school's vision and positive values. I fully understand my role in this process and I work with learners and colleagues to support them in working towards exemplifying this clear vision.</i>		



Staffing Structure 2020-21

Federation Headteacher: Miss Z. Pickard

Federation Assistant Headteacher: Mrs C. Richards

Federation Inclusion: Mrs Z. Chantler (SENCO)

Federation KS2 Leader: Mr D Morris

Goldsborough CE Primary School

Sicklinghall Community Primary School

Class 1 (EYFS)	Class 2 (Year 1 + 2)	Class 3 (Year 3 + 4)	Class 4 (Year 5 + 6)	Cherry Blossom (EYFS)	Cherry Blossom (Year 1 + 2)	Silver Birch (Year 3 + 4)	Willow (Year 5 + 6)
Mrs B. Brearton	Mrs A. Bagshaw	Mrs R. Thompson (3 Days) Mrs M. Robson (2 Days)	Mrs F. Ashford 4.5 Days.	Miss G. Bartlett		Miss M. Mason (NQT) (2 Term Maternity Cover for Miss E. Gimeno)	Mr D. Morris
Mrs H. Mason 4 x mornings + PPA Cover Mrs M. Brayshaw Thursday am	Miss V. Nutter Mrs H. Mason PPA Cover Mrs M Brayshaw Friday all day	Mrs K. Smirthwaite Mrs E. Wastling (Monday PM)	Mrs R. Greenin Mrs E. Wastling Mrs Keyse (PPA Friday am + Fri pm)	Mrs L. Johnson Ware (HLTA) Mon – Wed + Thurs am. Mrs F. Long (Thurs / Fri) Miss H. Wood		Miss D. Fielding Mrs N. Keyse (Mon PM (NQT Cover) and Tue PM (PPA))	Mrs N. Keyse (Mon – Thursday)
Administrator:	Mrs S. Sumner			Administrator:	Mrs R. McCarthy		
Wraparound Care:	Breakfast Club: Mrs S Clayton After School Club: Miss V. Nutter				Breakfast Club: Mrs L. Johnson Ware + Miss D. Fielding After School Club: Miss D. Fielding, Miss J Hobbs.		
Kitchen Staff:	Mrs S. Clayton			Kitchen Staff:	Mrs T. Stowell		
Cleaner / Caretaker:	Mr E. Bloor Mr S. Stephenson			Cleaner / Caretaker:	Mr. R McCreddie Mr S. Stephenson		